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ABSTRACT

Intended primarily to serve as a catalyst for further discussion, this report presents recommendations for the development of graduate level emphases in adult reading/literacy and postsecondary reading/learning (initially at the doctoral level and later at the master's level) that function within the mission of the graduate program offered by the Faculty in Reading of the Curriculum and Instruction Department at Northern Illinois University. The report considers the basic goals of the program and then presents recommendations for designing a prototypical plan of study for both proposed emphases. The report discusses (1) the required core courses; (2) the recommended courses offered by the Faculty in Reading; (3) the within-field electives that do not directly apply to the emphasis; (4) the cognate areas of study; and (5) the general interdisciplinary electives. A number of basic administrative issues (such as recruitment of students, delivery systems, instructional sites, implementation timetable, requirements for staffing, and teaching assistantship) are discussed in the report. The report concludes with a restatement of questions raised in the report but left for discussion. (RS)

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The Development of Graduate Level Emphases for Adult Reading-Literacy Instruction and Postsecondary Reading-Learning Instruction

A Preliminary Report

to the

Faculty in Reading

at

Northern Illinois University

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July 1989

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The Development of Graduate Level Emphases for Adult Reading-Literacy Instruction and Postsecondary Reading-Learning Instruction

Rationale

Adult Reading-Literacy

Within the popular press of the 1980s, one regularly encounters editorials and columns rife with claims that sizable numbers of Americans are functionally illiterate. Politicians have also jumped on the literacy bandwagon. For instance, earlier in the decade the *Federal Record* shows that Senator Paul Simon of Illinois stated that 10 to 25 million Americans are unable to read and an additional 35 million function at only a fifth grade level. During the same era the then Secretary of Education Terrel Bell claimed that 72 million adults could not meet the educational requirements of everyday life. More recently, Secretary Lauro Cavazos quoted statistics showing that 27 million Americans can be classified as illiterate while another 40 to 50 million are functional illiterates.

The differences in such figures, educators believe, may be traced to the fact that estimates of illiteracy and functional illiteracy are based upon various interpretations of selected raw data. In short, the popular estimates of the extent of illiteracy may be exaggerated. Nevertheless, the current

interest by the press and the political establishment does focus the nation's attention on a very real problem. A sizable minority of the populace cannot read well enough to function adequately in our society.

Although outright illiteracy levels are quite low in America, functional literacy tests suggest that 20 percent to 30 percent of the population has problems coping with common, functional reading tasks. This group does not understand and utilize the printed word as normally encountered at work, in leisure interests, and in civic activities. Indeed, this figure of 30 million individuals, already a substantial proportion of the overall population of the country, may climb as school attainment is no longer rising and dropout rates are increasing.

When one focuses on literacy as related to the nation's productivity, research with job literacy measures, even though still in embryonic stages, point to a substantial gap between the reading demands of the job and the literacy skills of workers. Further, there is a difference between school literacy, or "reading to learn," and job literacy, or "reading to do." Hence any debate over the illiteracy issue is not over whether a problem exists but rather about the magnitude of the problem. The next rather obvious issue centers on the institutions and the individuals who are serving the clientele in question. Here we find a number of allied service providers, including traditional educational entities (e.g., adult education components of school districts, community education/continuing education arms of

community/junior colleges), nonprofit organizations (e.g., public libraries, churches, community centers, voluntary action centers), and governmental institutions or projects (e.g., penal institutions, halfway houses, J.P.T.A. programs, military training services), among others. In Illinois alone, the office of the Secretary of State reports that approximately 250 organizations provide such services across the state.

Instructional programs for adults with reading difficulties concentrate on various levels of reading/literacy competency and personal needs (e.g., Adult Basic Education, functional literacy, G.E.D. high school equivalency programs, English-as-a-Second-Language training, workplace literacy). Instructional philosophy tends to reflect a combination of factors including, as would be expected, the program's mission and the instructor's academic background. The individuals serving in the varied programs represent equally diverse disciplines and interests. They include adult educators, reading specialists from a myriad of specialties and orientations, voluntary action professionals, traditional classroom teachers (often moonlighting or retired), special education teachers, E.S.L. instructors, and volunteer tutors. Many of these individuals are oriented toward instructional philosophies and practices advocated by professional and/or volunteer organizations, such as the American Library Association, the American Association of Adult and Community Education, Literacy Volunteers of America, Laubach Literacy Action, Coalition for Literacy, and (more recently)

reading associations such as the International Reading Association and the College Reading Association.

Opportunities for advanced training in adult reading/literacy are beginning to be offered across the country. Yet, for the most part, programs such as those offered through adult education programs at the University of Georgia, Northern Illinois University, Texas A & M University, the University of Nebraska, Montana State University, and Syracuse University, among others, tend to stress the programmatic concerns of adult literacy programs. Graduate programs in reading education across the nation are only beginning to show an interest in offering courses that focus on adult reading. A recent survey conducted by N.I.U. faculty found that nearly 200 chairs of reading programs/clinics believed that there was a need for courses in adult literacy instruction at their respective institutions. However, only a limited number of institutions actually offer relevant coursework. And, even at these institutions, graduate students must generally self-design their programs of study around a simple course, internship experience, independent studies, and more broadly-oriented reading courses. Furthermore, only a limited number of graduate programs, such as those offered at Pennsylvania State University, Indiana University, and Virginia Commonwealth University, have more than a single staff member who is associated with adult literacy instruction.

Given this situation, the Faculty in Reading, with the support of colleagues in the Adult Continuing Education program,

has a fine opportunity to develop a graduate level emphasis on adult reading/literacy instruction. Such a program would promote leadership and scholarly endeavors at both the regional and national levels.

Postsecondary Reading-Learning

Many high school graduates enter postsecondary education without the academic foundation needed for success in college. Although the popular press is apt to place blame for this situation, it is immaterial whether the failure to obtain the necessary preparation rests with the individual, the student's family, the education system, or the socio/cultural factors that impact on education. The fact is that misprepared and underprepared students have been entering institutions of higher education in great numbers via open-door admissions programs, developmental studies programs, and special admissions programs for over a quarter of a century.

An analysis of data on the 1985 freshman class from institutions within the 15 member states of the Southern Regional Education Board revealed that nearly 36 percent of the enrollees (213,558 students) required remedial/developmental training. Other recent national studies demonstrated similar results. In one case, a study issued by the Instructional Resources Center at City University of New York reported that approximately 30 percent of the freshman class needed additional academic support. In another investigation, the National Center for Education

Statistics (N.C.E.S.) found that approximately 20 percent of college freshmen enrolled in at least one remedial class.

Indeed, college administrators know that they must offer specialized support services for what has been called the "new" student by some and the "at-risk" student by others. Regardless of the labels and stereotypes associated with the population, the national response has been to offer remedial/developmental courses. The N.C.E.S. found that 82 percent of all institutions provided at least one remedial course in math, reading, or writing. As for the field of college reading instruction, 66 percent of the institutions surveyed with the Fast Response Survey System reported offering one or more reading courses. At present, then, a majority of the institutions across the nation offer postsecondary reading learning courses.

Yet the college reading program is not the only unit at the postsecondary institution that offers reading-learning services. Sullivan (1980) has demonstrated that approximately 2,000 learning assistance centers are offering services to students, faculty, and staff members at campuses across the nation. As a rule, a learning assistance center will have at least one reading-learning specialist on its staff.

Such survey data demonstrates that reading-oriented services (i.e., courses, tutorials, workshops, drop-in services) are now the norm in American higher education. With services being offered on a regular basis, the need for a trained body of professionals to serve the clientele is obvious.

While special summer institute programs (mostly non-degree) are offered by comprehensive institutions of higher education such as California State University-Long Beach and Appalachian State University, only one doctoral program (at Grambling State University) provides advanced training in developmental education. Furthermore, only 48 schools offer a course on methods and principles of teaching college reading. In many cases, the content on postsecondary reading is inappropriately embedded in a course on adult reading instruction.

By far the vast majority of individuals serving in the profession have risen from the ranks of public school reading programs (often elementary level), and, for the most part, these persons are self-trained in college reading-learning. The M.A., M.Ed., or MS.Ed. seems to be the entry level degree and often the terminal degree as well. Only a limited cadre of professionals hold the doctorate; of these educators, only a few are trained as college reading/learning specialists. Clearly, there is a need for a highly trained leadership in the college reading-learning movement.

Given the current situation, the Faculty in Reading has a unique opportunity to help fill a void that exists both at the national level and at the regional level.

N.I.U.'s Response

The University, understanding the aforementioned problems, has offered a basic commitment to the expenditure of institutional effort towards the advanced training of educators

in both the field of adult reading/literacy instruction and the field of postsecondary reading/learning instruction. The nature of this support is found, in part, on page 3 of "Section IV: Program Development Status, subsection A: University Analysis and Recommendation-MS.Ed. in Reading" of the most recent report to the Board of Regents. Here one finds specific recommendations for program development at both the master's degree level and the doctoral level.

The recommendations for the MS.Ed. program are quoted here:

> . . . As resources permit, faculty should also continue development and implementation of a post-secondary (adult literacy) area of study for Master's level students. . . (page 3)

The report also recommends program development at the doctoral level:

> . . . The faculty should also develop with the College a plan to assess needs, present options, and implement programs and/or program modifications needed to provide for graduate level study in Reading for College and Adult learners. This should involve substantial cooperation with the program in Adult Education and other appropriate units in the College and University. . . (page 3)

Even though the quoted sections tend to integrate two very distinct fields (i.e., adult reading/literacy with postsecondary reading/learning), there still exists in this Board of Regents document a rather clear direction for program development. Hence it is the goal of this report to present recommendations for the development of graduate level emphases (initially doctoral level and later master's level) that function within the mission of the graduate program offered by the Faculty in Reading of the

Curriculum and Instruction Department. Further, the suggestions made in the following pages will honor the two distinct fields of specialty (i.e., adult reading/literacy and postsecondary reading/learning) whenever possible, yet also merge these allied fields together as necessary for overall program integrity.

Overview of the Instruction Program - Ed.D.

The basic instructional program for the doctoral student in reading with an emphasis in adult reading/literacy instruction and/or postsecondary reading is set forth in the 1989-90 *N.I.U. Graduate Catalog* (pp. 70-71). Hence, the recommendations set forth in the following pages on developing an overall plan of study and for selecting courses to be incorporated in the respective plan adhere to the stated requirements while still advocating a specialized program.

First, the basic goals of the program are considered; then, recommendations for designing a prototypical plan of study for the doctoral student (generally an individual already in a leadership position) will focus on either of the proposed emphases. Hence, there is a discussion of (1) the required core courses, (2) the recommended courses offered by the Faculty in Reading, (3) the within-field electives that do not directly apply to the emphasis, (4) the cognate areas of study, and finally (5) the general interdisciplinary electives. Each section will now be presented in turn.

Basic Goals

The basic instructional goals for the proposed program are drawn from the goal statements listed in the Faculty in Reading's document, "Doctoral Study in Reading." The goals are revised as necessary to reflect the unique requirements of the expected student population.

Students completing a Doctor of Education with a major in reading and a specific programmatic emphasis in either adult reading-literacy or postsecondary reading-learning will be able to:

1. Undertake formative and summative evaluation activities, administrative duties, and supervisory roles that promote the successful management of public and nonprofit literacy and reading-learning programs for adult basic education, adult continuing education, and postsecondary education; and develop, implement, and assess instructional systems that serve the respective student clientele.
2. Provide both direct and consultative leadership in promoting, developing, and directing appropriate literacy and reading-learning programs for members of "protective classes" and the educationally and/or economically disadvantaged.
3. Teach remedial and developmental reading courses and learning strategy courses in college reading programs, English departments, learning assistance centers,

developmental education programs, etc., in institutions of postsecondary learning.

4. Assist in increasing both functional literacy and workplace literacy and in decreasing illiteracy through adult basic education programs and adult continuing education programs.
5. Analyze critically the findings of quantitative, qualitative, historical, etc., research reports; apply the findings and the recommendations of acceptable research for program/instructional development and for investigative activities; undertake the investigation of empirical questions with the appropriate research design and statistical methodology; and report research findings via the dissertation, technical reports, conference presentations, peer-reviewed journals, etc.
6. Participate in developing proposals for seeking funding/ grants for, and administering federal, state, and privately sponsored literacy and reading-learning programs for postsecondary learners and adults.
7. Prepare instructors to serve in adult literacy programs and postsecondary reading-learning programs.

Core Courses

The doctoral student in reading with an emphasis in adult/ postsecondary reading will be required to take two core courses that specifically address the philosophical and historical underpinnings, the theoretical bases, the current research, and the practical issues influencing these allied fields. The

catalog description for each core course, as well as a brief description of the course content, is presented in the following subsections.

CIRE 618. The first course within the core requirement focuses on the teaching of reading/literacy skills to adults. Here we define adults as individuals with varying degrees of literacy skills who are being served outside of the current American academic mainstream. Hence, the roles of the adult reading teacher run the gamut from serving in a program where students are struggling to develop functional reading competencies to teaching generative strategies of vocabulary development to managerial personnel in a Fortune 500 company.

CIRE 618 provides content and training in teaching reading and related literacy skills at the adult level. The course content centers on the educational programs offered and the instructional methods utilized by school districts, community college districts, penal systems, military services, not-for-profit organizations, state/federal projects, and private sector entities that provide educational services promoting functional literacy, workplace literacy, developmental/lifestage literacy, cross-generational literacy, etc. The course examines the effectiveness of the current state of the art (i.e., programs, methods, and materials) by measuring it against the precepts of the theoretical models and the research findings of the past two decades.

The following course description for CIRE 618 appears in the current *N.I.U. Graduate Catalog*:

> CIRE 618: Adult Reading Instruction. Emphasis upon the teaching of reading to adults; strategies applicable to meet the needs of the adult learner; functional alternatives for instruction; preparation of volunteers and the role of the reading teacher with adults.

CIRE 619. The second of the core courses addresses the field of postsecondary reading instruction. In this case, the graduate student will be an individual serving learners enrolled in an institution of postsecondary learning, such as a community college, a junior college, a liberal arts college, an university, a technical school, or a proprietary school. The instructor may undertake a range of instructional roles (e.g., remedial, developmental, learning assistance), work in various programs (e.g., college reading programs, tutorial centers, developmental studies units, learning centers), and serve a varied clientele (e.g., special admissions students, regularly admitted students, probationary status students, graduate students, faculty).

The goal of CIRE 619 is to provide the graduate student with an advanced understanding of the theory and research driving the postsecondary reading movement. The course introduces the student to the historical role of reading in higher education as it evolved since the founding of Harvard University in 1636. The content also includes the rationale for and research on models and organizational structures of college reading services, such

as learning assistance centers, computer-assisted programs, competency-based programs, integrated basic reading/basic writing programs, traditional skills-driven college reading programs, and freshman level developmental studies programs.

Furthermore, the student enrolled in CIRE 619 has the opportunity to examine critically the effectiveness of various assessment measures, curricular models, and instructional methods generally employed to advance competencies for vocabulary development, to develop comprehension activities for reading to learn, to promote strategic methods of studying, etc., at the college level. Finally, attention is directed at specialized support programs that serve within the postsecondary reading program or within allied units on campus (e.g., summer bridge programs, special services programs, learning disabilities programs, E.S.L. classes, adjunct classes, retention programs).

The following course description of CIRE 619 will appear in the next issue of the *N.I.U. Graduate School Catalog*:

> CIRE 619: Principles and Methods of Teaching Postsecondary Reading. Considers sequences of advanced reading skills, instructional materials, and model programs for postsecondary reading programs. Examines research on success of postsecondary reading and ways programs are planned and students are identified, tested, and taught.

The concept of core courses required of all students electing to specialize in the proposed adult/college reading emphasis is central to the development of a common foundation of knowledge, competencies, and experiences within the cadre of individuals moving through the program. While it may not be

necessary nor possible for a graduate student to complete these two courses before enrolling in other coursework offered by the Faculty in Reading or by the College of Education, the optimum situation would be for the courses to serve in an entry level role.

The rationale for such a recommendation is twofold. First, the student with a firm academic foundation in the area of specialization will have the cognitive background that will permit him or her to design and to undertake pertinent complementary or supplementary experiences (term papers, class presentations, site visits, etc.) as part of the more general courses offered by the Faculty in Reading, the recommended cognate areas of study, and the foundation courses required at the college level. Second, taking a set of core courses early in the program will encourage the development of a group dynamic or bonding that will lead to a support network for the doctoral experience (classes and dissertation) and for professional endeavors in the field (daily work, scholarly publications, and conference presentations).

Recommended Courses

Under the guidance of a faculty adviser, a doctoral student is generally permitted to develop a plan of studies that focuses on both the overall field of reading pedagogy (andragogy in the case of adults) and the personal area of academic emphasis (e.g., emerging literacy, elementary reading, secondary reading, postsecondary reading, adult reading). Several courses offered

by the Faculty in Reading are directly related to the fields of adult reading/literacy instruction and postsecondary reading instruction. Thus the new doctoral student and his or her adviser should give careful consideration to the inclusion of these courses in the student's plan of study. They are:

CIRE 611: Seminar in Research Studies in the Field of Reading

CIRE 612: Correlates of Effective Reading

CIRE 613: Seminar in Comparative Reading

CIRE 686: Internship

These courses are particularly recommended because each one covers content that can be viewed as directly applicable to the student's area of specialization. Furthermore, each course provides content that transcends the parameters set by the traditional orientation of a prekindergarten through grade 12 program of study. In the practical sense, each course contains the breadth to allow the student to undertake assignments that will lead to greater understanding of the area of specialization. A brief rationale for the inclusion of each course on the recommended list follows.

CIRE 611. One of the stated goals of the doctoral program is to develop within each candidate the ability to "analyze, apply, undertake, and report research studies pertaining to the problems relating to reading." It is in CIRE 611 that the graduate student learns to evaluate critically both the classic and the cutting edge historical, quantitative, and qualitative

research issued by reading educators and by cognitive scientists in fields such as psychology, linguistics, artificial intelligence, anthropology, and neuroscience. Furthermore, the student has the opportunity to integrate these ideas into a formal paper focusing on his or her area of specialization.

CIRE 612. Given the special construct of the population served by the majority of adult reading/literacy programs and also most of the postsecondary reading programs across the nation, it is important that the graduate student with the proposed specialization be cognizant of the correlative factors that either promote or discourage effective reading/literacy instruction. It is through the content of CIRE 612 that the student is exposed to the current theory, research, and practical issues focusing on the many societal correlates (e.g., economic, educational, political) and personal/developmental correlates (e.g., physical, motivational, emotional, cognitive) that impact upon the reading/learning process.

CIRE 613. Within the field of adult literacy instruction many practitioners and researchers have undergone a philosophical if not paradigmatic shift based on both the writings of Third World writers such as Paulo Freire and Ivan Illich and the works of European developmentalists and adult educators in France, Germany, Yugoslavia, and the Netherlands. Individuals on the forefront of postsecondary study strategy instruction are beginning to fall under the influence of researchers from the British Commonwealth and from the Scandinavian nations. CIRE 613

will allow the student within the proposed area of specialization to study these works and others as he or she learns to evaluate American educational practices from a global perspective.

CIRE 686. The internship experience undertaken by advanced students enrolled in the reading program has been evaluated regularly as a positive capstone-type experience of the course of study. As part of the adult and postsecondary reading emphasis, the internship experience should broaden the student's horizons both within and outside of the emphasis. For instance, an individual teaching within an adult reading/literacy program should have opportunities to visit college reading programs across the region, while postsecondary reading instructors should be urged to undertake visitations of adult reading/literacy programs. There should also be opportunities to learn more about the K-12 milieu as it serves in the most practical sense as the educational feeder system for both fields. As with the internship experience that is part of the K-12 Reading Certificate, this internship will be a contractual course designed by the student under the guidance of the faculty adviser.

Within-Field Electives

Graduate students generally enroll in one or two courses that do not apply directly to their primary emphasis of study. Such within-field electives permit the student to develop breadth in the overall field of reading. Yet, the number of electives that might be included in a student's plan is limited in a

pragmatic sense. Furthermore, any plan of advanced study should stay true to the student's primary emphasis.

This limitation takes on real meaning for the student seeking to develop a plan of study with the adult reading and/or college reading emphasis. Several courses with a preK-12 orientation that have been listed regularly on students' plans in the past fall into the elective category for the individual in the proposed emphasis. The courses classified as electives include CIRE 601, CIRE 614, CIRE 697, and the proposed CIRE 616. These courses were categorized as electives because they have graduate catalog descriptions or College of Education course outlines that specify a K-12 content, they are part of a K-12 certificate program, or they have a unique content, as related to the specialized section or the topic of study.

A specific course may have special appeal on a case-by-case basis. For instance, an individual within the emphasis might have an interest in cross-generational literacy issues. In this case, the adviser might suggest that the graduate student enroll in the new doctoral course pertaining to emerging literacy. Or, a student might desire to prepare for employment in a comprehensive or a research university. Hence, the student may wish to learn more about the art of writing for professional publication, and the adviser might recommend the corresponding CIRE course.

The categorization of particular courses in the elective class does not mean that they are less valuable; rather, these courses simply do not address the primary focus of the proposed

graduate emphasis. Indeed, the content of each respective course requires that each one serve as a core course in another context, and likewise, the core courses for this proposed emphasis would be classified as electives in another context (e.g., a student with an emerging literacy emphasis).

Doctoral Level - Cognate Component

The cognate component of any doctoral program permits the graduate student to develop a breadth of understanding about the broader theories, research, and issues that relate to and/or complete the primary field of study, or in this case, either postsecondary reading instruction or adult literacy instruction. The following groupings of courses offered by the College of Education might logically comprise all or part of a cognate area for students concerned with either of the two interest areas. All of the sample cognate areas consist of at least 12 credit hours of courses that logically interrelate together as well as with the focus of study within reading. This listing does not cover traditional cognate areas such those associated with educational research methodology, educational psychology, etc.

COURSES FOR A SAMPLE COGNATE

Curriculum and Supervision

CISC 550: Seminar in the Community College

CISC 586: Internship C- Community College

CISC 651: Community College Student Personnel Services

CISC 657: Seminar in Higher Education

CISC 686: Advanced Internship C- Community College

Counselor Education

EPCO 572: Methods of Appraisal in Higher Education

EPCO 600: Pupil Personnel Administration

EPCO 601: Personnel Services in Higher Education

EPCO 602: Student Development in Higher Education: Theory and and Practice

EPCO 640: Group Leadership

Special Education

EPSE 534: Educational Diagnostics for Exceptional Learners

EPSE 545: Characteristics of the Learning-Disabled

EPSE 562: Instructional Systems for the Learning-Disabled

EPSE 650: Perspectives in Learning Disabilities

EPSE 651: Current Issues in Learning Disabilities

Educational Psychology

EPSY 509: Culture of the College Student

EPSY 572: Methods of Appraisal in Higher Education

EPSY 592: Seminar in Educational Psychology (Theory and Issues in Adult Aging and Development)

EPSY 610: Advanced Seminar in Human Development

EPSY 613: Advanced Educational Psychology

EPSY 616: Learning Research Practicum

EPSY 692: Advanced Research Seminar in Educational Psychology

Adult Continuing Education

LEAC 490: Workshop in Adult Continuing Education

LEAC 492: Special Topics in Adult Continuing Education

LEAC 501: Adult Learning: Maturity through Old Age

LEAC 502: Educating the Disadvantaged Adult

LEAC 540: Curriculum and Program Development in Adult Continuing Education

LEAC 560: Nontraditional Adult Education

LEAC 600: Seminar Adult Continuing Education

LEAC 620: Review of Research in Adult Education

LEAC 622: Adult Continuing Education in Social Context

Adult Continuing Education (E.S.L. Strand)

LEAC 550: Teaching Adults English as a Second Language

A- Methods and Materials for Teaching Oral Skills

B- Methods and Materials for Teaching Literacy Skills

C- Organizing Instruction of English Language Skills

D- Influence of Cultural Backgrounds on English Development

Educational Administration

LEEA 500: Educational Organization and Administration: Principles, Concepts, and Structure

LEEA 670: The Administration of Higher Education

LEEA 671: Legal Aspects of Higher Education Administration

LEEA 672: Business Management in Higher Education

This list of possible cognate areas directs a heavier emphasis on course groupings that pertain more directly to the expected interests of the graduate student serving in postsecondary reading and learning strategy instruction. In part, this situation exists as the current course offerings related to higher education are distributed across the departments comprising the College of Education. On the other

hand, at this time many of the courses for the adult literacy instructor rest in the Adult Continuing Education Program.

Non-College of Education Electives

The requirements for an Ed.D. degree, as specified in the 1989-90 *N.I.U. Graduate Catalog*, note that a typical program of study includes coursework in a variety of disciplines within the institution. Ordinarily, nine semester hours of study are undertaken in other colleges. These credit hours may be placed within the common requirements, the cognate component, or the major area of study.

Numerous courses across campus can provide additional depth and breadth to the primary academic focus of the graduate student who pursues an emphasis in adult reading/literacy or postsecondary reading instruction. Departments which offer appropriate coursework include Anthropology, Communications Studies, English, Psychology, Sociology, Communicative Disorders, Management, and Business Education and Administrative Services, among others.

Requirements for Admission

Students interested in undertaking advanced degree work culminating in the Doctorate of Education with a major in reading and an emphasis in adult reading/literacy and/or postsecondary reading instruction must meet the general requirements for admission to the Graduate School as well as the standard requirements set by the Faculty in Reading. These requirements

include the following criteria:

1. a grade point average of 3.2 in previous graduate studies,
2. a combined verbal and quantitative score of 1,000 points on the *Graduate Record Examination*,
3. three letters of recommendation from professors, employers, etc., that attest to the individual's qualifications and potential to undertake graduate study successfully,
4. satisfactory academic and professional progress as indicated by admissions data,
5. a minimum of three years of acceptable professional experience (preferably with the target student population), and
6. for doctoral applicants, demonstration of writing competencies and participation in a preadmission interview.

The basic criteria for admission should not be viewed as a rigid set of standards. Rather, these standards must be viewed as starting points for the evaluation. Many potential students for this program of study might be considered "nontraditional doctoral students," as they come from "protected class" categories. Hence, the Faculty in Reading must adopt a flexible policy that takes into account the disadvantages such students face in overcoming the social, cultural, and economic biases inherent in the *Graduate Record Examination*. The admissions policy should also permit the inclusion of compensatory evidence in the applications process.

Several possible alternatives to the current standards of admission can be suggested. First, an individual with an E.S.L. background (Spanish as the native language) might take the

Spanish language *GRE* and also submit a writing sample that demonstrates his or her competency to undertake doctoral level work. Second, a student could be permitted to submit as compensatory evidence the score (percentile for education students) from the *MAT* that places him or her at or above the corresponding passing percentile on the *GRE*.

A final option might involve greater use of the "provisional admittance" classification. In this case, the student would be given full admission to doctoral study after completing 15 credits of advanced study. He or she would complete two courses (six credits) offered by the Faculty in Reading, with a least one from the core course category for the graduate emphasis. The three additional courses would be drawn from the College of Education foundations category, with at least one course stressing quantitative content associated with research processes. The student would be required to confer with his or her adviser each semester until the special requirements were completed, and the adviser would be required to file progress reports with the faculty's Admissions Committee on a semester-by-semester basis during the provisional period.

Overview of the Instructional Program - MS.Ed.

The Faculty in Reading currently offers a major as part of the requirements leading to a MS. in Ed. degree offered by the Department of Curriculum and Instruction. Nine credit hours of common foundation courses are required, and each student follows

a course sequence with either an elementary education emphasis or a secondary education emphasis of 15 credit hours. Six additional credit hours are taken as electives to expand the student's knowledge within the area of emphasis, to meet present certification requirements, or to meet anticipated certification requirements for advanced credentials. As this master's program is offered currently, the program of study is oriented towards K-12 teachers who desire to achieve the MS.Ed. and to be certified as Chapter I reading teachers.

The proposed adult reading/literacy emphasis is designed to parallel the general K-12 reading program, yet address the specific needs of individuals working outside of the traditional parameters of the elementary school, the middle school, the junior high school, or the secondary school. Hence, the following model program of studies draws upon the courses offered currently by the Faculty in Reading, recommends the modification of several courses, and suggests the development of still another course. Furthermore, the plan of studies would draw upon the resources of the College of Education for the foundation courses required of all master's students. These common courses, however, would include options not regularly accepted in the K-12 program.

Admissions requirements and advisement procedures would not vary from the policies currently in place.

PROPOSED PLAN OF STUDIES

Required General Courses (9 hours)

EPSY 520 (3) Introduction to Education Research

Two of the following

LEFE 500 (3) Social Foundations of Education

or

LEAC 622 (3) Adult Continuing Education in Social Context

EPSY 501 (3) Psychological Foundations of Education

or

LEAC 501 (3) Adult Learning: Maturity Through Old Age

LEFE 510 (3) Philosophical Foundations of Education

LEFE 520 (3) Historical Foundations of Education

LEFE 521 (3) Historical Foundations of American Education

Required Courses in Major Field (15 hours)

CIRE 512 (3) Improvement of Reading in the Adult/College Reading Program*

CIRE 521 (3) Diagnosis and Treatment of Reading Difficulties in Adults*

CIRE 530A (3) Clinical Diagnosis of Reading Difficulties+

CIRE 531A (3) Clinical Problems in Teaching Reading+

EPSY 530 (3) Test Construction and Evaluation

or

EPSY 533 (3) Standardized Testing

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*New course to be offered under the CIRE 492 Special Topics in Education listing during the pilot stage.

+Adult versions of existing courses.

Possible Elective Courses (6 hours)

CIRE 410 (3) Improvement of Reading in the Secondary School

CIRE 500 (3) Improvement of Reading in the Elementary School

CIRE 511 (3) Teaching Reading in the Content Areas

LEAC 492 (3) Special Topics in Adult Continuing Education

LEAC 502 (3) Educating the Disadvantaged Adult

(Under the direction of an adviser, the student might elect to enroll in a doctoral level course.)

Upon completing a MS.Ed., the graduate student would be expected to meet the standards set by the International Reading Association for the Reading Specialist (Category 11) functioning in Role 3: Diagnostic-Remedial Specialist and/or in Role 4: Developmental Reading-Study Skills Specialist. A comprehensive examination on the I.R.A.-recommended competencies as related to adult literacy or postsecondary reading-learning would complete the MS.Ed. program.

Overview of the Undergraduate Component

Although the focus of this report is on the development of a graduate level program, the Faculty in Reading should consider the concomitant development of an undergraduate component. The rationale for such a recommendation is twofold. First, there is both a practical and an academic need for a course providing N.I.U. students with the opportunity and training to serve as tutors with college learning assistance programs and/or adult literacy programs. Second, there is a corresponding need for

graduate students within either emphasis to gain supervisory experience (as interns) with individuals serving as tutors.

To this end, the Faculty in Reading has been given and has reviewed a preliminary draft of a proposal for a course entitled CIRE 431: Techniques of Tutoring. Furthermore, the Faculty in Adult Continuing Education is currently reviewing the same course proposal, and the chairperson for that faculty has expressed a desire to cross-list the course.

The catalog description for the proposed course is presented here:

> CIRE 431: Techniques of Tutoring. Tutorial methods and techniques for school volunteers, college peer and cross-age tutors, or adult literacy tutors. Development of tutorial resource materials. Basic assessment and remedial or developmental processes in content area tutoring. Tutorial experiences with tutees in elementary, secondary, postsecondary, or Adult Basic Education programs.

Once in operation, the course would be offered to selected groups of tutors. For instance, a section might be centered on an adult literacy population. Thus the students enrolled in the course would undergo the appropriate training and would then in turn tutor an adult in a literacy class across a term. The graduate student enrolled in a CIRE 586 or CIRE 686 internship would provide training and offer ongoing supervision to a group of tutors.

Another feature of the proposed course is its 400-level listing. Such a numbering scheme allows the course to serve as an entry-level experience for any graduate student without the

requisite background to enter the program of study. In addition, the course would provide a mechanism for allowing international students an opportunity to work with American students.

Implementation Issues

A number of basic administrative and instructional issues must be addressed by the Faculty in Reading, the Department of Curriculum and Instruction, and the College of Education before either of the proposed emphases can be offered. These issues pertain to recruitment of students, delivery systems, instructional sites, implementation timetable, requirements for staffing, and teaching assistantships. Each of these factors will be considered in turn.

Recruitment of Students

After the faculty has accepted the proposed program, potential graduate students must be identified and recruited. Initially, recruitment pamphlets will be distributed throughout the core service area and also to educational programs and institutions across the state. Later, recruitment activities may be expanded to include a greater regional emphasis.

The first recruitment efforts must focus on the development of a brochure outlining both the doctoral and the master's programs of study. The brochure will describe the core courses, list possible cognate areas of study, and name the faculty (this section will be cross-departmental in nature). The pamphlet must also list the instructional sites and schedules for the upcoming

year. Finally, the pamphlet should contain a tear-out section that the student can use to request additional information and/or application materials. The flyer should be designed, approved, and printed by the middle of October.

Packets containing multiple copies of the pamphlet will be mailed to directors of 250 adult literacy programs identified through the State of Illinois Library's literacy program. Packets will be sent to directors of postsecondary reading-learning programs identified through directories of institutions of higher education and through survey data available currently. The tentative deadline for mailing the first set of recruitment materials would be the beginning of November. This deadline is important, since students interested in the program of study would have several opportunities to take the *GRE* if they so desired.

Additional recruitment materials would also be distributed at the various fall and spring conferences which cater to the interests of potential students (e.g., Secondary Reading League--Day of Reading, the state conference for the Illinois affiliate of N.A.D.E.). In addition, pamphlets would be mailed to colleagues in teacher education and adult education programs in colleges and universities across the region.

During the spring months of 1990, a second set of packets would be distributed to the previously identified target population and to additional groups identified since the dissemination of the first set of materials. The first classes

would be scheduled for the 1990 summer session. Publicity for these courses would also serve as a vehicle for the recruitment of potential students.

Delivery Systems and Instructional Sites

Adult reading/literacy programs and postsecondary reading programs tend to cluster in and around centers of population. Thus one may expect that a majority of individuals comprising the potential recruitment pool for the proposed emphases will teach and reside in metropolitan areas such as Chicago and its satellite communities, the Quad Cities area, and the greater Rockford area (including several communities in southern Wisconsin). Hence, given the known distribution of the students likely to enroll, the Faculty in Reading, like the Faculty in Adult Continuing Education before it, must philosophically accept and then regularly commit to offering at least part of the doctoral program via an external format. The external coursework would necessarily include the core courses (CIRE 618 and CIRE 619) and the recommended courses (CIRE 611, CIRE 612, and CIRE 613). In addition, advising functions for each student cadre would need to be partially decentralized from the N.I.U. campus.

This recommendation does not preclude the program from offering components of the emphasis on campus. Indeed, unless there is a large group of enrollees, most students can be expected to pick up cognate courses and perhaps foundations courses at N.I.U. during the summer months. Nevertheless, the potential students may be unwilling to pursue degree work when

long commutes (often in inclement weather) are involved. Hence, to attract the potential students, to better serve and advise these students, to promote retention of the enrolled students, and to build an esprit de corps among the students, we must offer our instructional services at off-campus sites.

With the assistance of the College of Continuing Education, the Reading Faculty will be able to identify sites central to each of the population centers. For instance, the Adult Continuing Education program has been offering courses quite successfully in the Chicago area at Malcolm X College, the Lindeman Center, Triton College, etc. Comparable sites can be identified for the Quad Cities area (the regional education center) and the greater Rockford area (the N.I.U. outreach center) as well.

An issue related to the need for external sites for the delivery of instructional services pertains to time of the day and day of the week that the courses are offered. It must be emphasized that the population in question is rather nontraditional when compared to the current graduate students enrolled in the campus-centered, preK-12 oriented program. A majority of the traditional doctoral students work a set schedule of hours oriented to the public school day and an academic calendar based on the public school semester system.

Individuals from the recruitment pool, however, tend to serve at different times during the day and often follow academic calendars that do not correspond to the N.I.U. calendar. For

instance, adult reading/literacy programs regularly function in the evening hours to serve a cohort that works during conventional business hours. Hence, instructors or supervisors with adult programs may find it difficult to enroll in or to attend regularly either the on-campus or the off-campus courses scheduled for traditional graduate students. As a second example, college reading programs are likely to offer classes and services to day students from 8:00 a.m. to 12:00 p.m. and then to operate again from 6:00 p.m. to 10:00 p.m. for night students. And while college reading professionals may be more flexible in the hours they can enroll in classes, the times scheduled for the standard 2 3/4 to 3 hour course may conflict with their schedules.

In the past, the Faculty in Reading has been amenable to the concept of alternative hours for course offerings as demonstrated by the Joliet-based and Elgin-based MS.Ed. programs. Yet, the 4:00 p.m. to 7:01 p.m. time block utilized with these past projects will not serve the provable student cohort. The following alternative scheduling patterns within the College of Continuing Education's Calendar may offer promise:

1. three hour blocks during the afternoons once a week (i.e., 3:00 p.m. to 6:01 p.m.) or Saturdays (i.e., 9:00 a.m. to 12:01 p.m.),
2. blocks of five hours and 30 minutes at night on alternating weeks (i.e., 4:00 p.m. to 9:30 p.m.), and
3. blocks of six hours and 30 minutes (with a scheduled lunch break) offered on alternating Saturdays (i.e., 9:00 a.m. to 12:00 p.m. and 1:15 p.m. to 4:15 p.m.).

Another option might be to provide intensive three-week summer institutes during the institution's intersession period. Students could enroll in one of the core courses (CIRE 618 or CIRE 619) and in either an independent study (CIRE 697) or an internship (CIRE 686) course that promoted advanced independent study or curriculum development related to the core course. All work for the former would be completed during the institute session, while work for the latter would be completed across the remainder of the summer.

As N.I.U. program leaders have discovered in the past, the key to a successful program of this nature is the ability to deliver services to the clientele in a manner that minimizes the tangential elements that often interfere with the program's academic mission. Flexible scheduling of classes to fit the professional and personal requirements of the students is a right step.

Implementation of Program

After preliminary recruitment activities are completed and the first cadre of doctoral students are enrolled in the program,* the Faculty in Reading would be able to offer a summer institute for adult literacy workers and postsecondary reading-learning specialists. The 1990 summer program would consist of

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*Given the parameters set by the population centers in northern Illinois, one would expect that the first cadre would be comprised primarily of individuals from the Chicago metropolitan area.

CIRE 618 (adult) and CIRE 619 (postsecondary) courses. Students would be encouraged to enroll in both courses at that time so that they could complete the core course requirements at the beginning of the doctoral program. In addition, such an institute format would have a team-building and networking effect that should benefit the students throughout their doctoral experience and later in their professional endeavors.

To insure enrollment, the courses would be open to practitioners who might not desire initially to enroll in a terminal degree program and to individuals enrolled currently in allied graduate programs (i.e., Adult Continuing Education, English). These courses would need to be offered closer to the metropolitan area at a campus such as Harper Community College as well.

During the fall of 1990, the Faculty in Reading would offer CIRE 613: Comparative Reading at the off-campus center. Then throughout the next three academic years, additional CIRE doctoral level courses would be offered off-campus to the clientele. And, as has been done with the CIRE MS.Ed. off-campus courses, foundations courses would be offered off-campus so that students could more easily complete the common requirements of the doctorate. Students would have to travel to N.I.U. to undertake cognate courses, or they might develop a cognate field drawn from courses offered in the Adult Continuing Education off-campus project.

After the sequence of courses for doctoral students and postmaster's level students is scheduled for the 1990-1991 academic year, the Faculty in Reading may begin scheduling the initial coursework for the master's level sequence. It is recommended that the first course be the proposed CIRE 512--a basic methods and materials course on adult literacy and postsecondary reading-learning. It should be offered in the spring of 1991. Initially, the course should serve as an elective, both for graduate students in the traditional MS.Ed. program and for students already holding the MS.Ed., rather than as the cornerstone of a fully functioning MS.Ed. program. Later, with additional recruitment by both the Faculty in Reading and by the doctoral students in the proposed program, the full master's sequence may be scheduled. It should begin in the 1991-1992 academic year.

Staffing Requirements

The Faculty in Reading of the Curriculum and Instruction Department consists of six tenure track slots. During the 1988-1989 academic year, one of these positions was assigned to instructional or supervisory activities for the secondary, the postsecondary, and the adult levels. Unfortunately, the nature of this assignment has led to a situation where the individual in this role has been a "jack of all trades but a master of none." For the proposed adult reading/literacy and college reading/learning emphases to grow into a program that meets the instructional needs of graduate students and the role needs

(research, academic, and service) of faculty members assigned to the program, additional positions must be allocated or redirected to the Faculty in Reading. Two alternatives to the current situation of understaffing are proposed at this time.

The optimal faculty configuration (alternative #1) for the secondary, the postsecondary, and the adult levels would require the allocation of monies to cover a tenure track slot for each of the areas of specialization. If the recommendations presented in this report are acceptable to the Faculty, the Department, the various allied departments, and the College, course offerings throughout the regular school year will be sufficient to provide full teaching loads to each individual. The following table presents teaching responsibilities that can be expected for each area of specialization.

Teaching Responsibilities

Secondary Level: Developmental Reading-Study Skills

CIRE 310: Teaching Reading in the Secondary School

CIRE 410/510: Improvement of Reading in the Secondary School

CIRE 511: Teaching Reading in the Content Areas

CIRE 550: Corrective Reading in the Secondary School

CIRE 311 (proposed): Content Area Reading in the Secondary School

Postsecondary Level: Reading-Learning Strategies

CIRE 100: Communication Skills (Reading)

CIRE 190: College Reading and Study Techniques

CIRE 201: Advanced College Reading

CIRE 619: Principles and Methods of Teaching Postsecondary Reading

CIRE 431X (proposed): Techniques of Tutoring

CIRE 512 (proposed): Improvement of Reading in the Adult/ College Reading Program

Adult Level: Reading-Literacy Instruction

CIRE 530A: Clinical Diagnosis of Reading Difficulties

CIRE 531A: Clinical Problems in Teaching Reading

CIRE 613: Seminar in Comparative Reading

CIRE 618: Adult Reading Instruction

CIRE 431X (proposed): Techniques of Tutoring

CIRE 512 (proposed): Improvement of Reading in the Adult/ College Reading Program

CIRE 521 (proposed): Diagnosis and Treatment of Reading Difficulties in Adults

Common Courses

CIRE 490, CIRE 492, CIRE 497, CIRE 586, CIRE 587, CIRE 590, CIRE 591, CIRE 597, CIRE 599, CIRE 614, CIRE 686, CIRE 697, CIRE 699

During the summer session, high school to college bridge programs, workshops, and institutes pertaining to the areas of specialization can be held. Such summer programs are not available at this time. They would appear to provide the Department and the College prospects for potential growth through immediate gains in monies and FTE generation and through long-term growth in the recruitment of graduate students for existing degree programs.

The financial outlay for such a staffing arrangement would not be particularly taxing on the Department or the College. At

the onset, one of the three tenure track faculty lines is in place. In the future, the individual in this faculty position would undertake the responsibilities associated with the adult reading/literacy strand of the program. A second new faculty line (in a sense, reclaimed) should be put in place at the assistant professor level for the 1990-1991 academic year. The individual in this position would assume the responsibilities associated with the secondary developmental reading strand. Finally, a third faculty member would be hired at the assistant professor level in the tenure stream to oversee the postsecondary reading/learning strand as of the 1990-1991 academic year. This action would entail the conversion of an existing instructorship position to a tenure track position at minimal initial costs to the University.

Another staffing pattern is less viable. It would entail two tenure-track faculty positions: one to oversee both the adult reading/literacy and the postsecondary reading/learning strands and a second to focus on the secondary developmental reading courses. The instructorship position as coordinator for the Communications Skills Program would remain in place.

This alternative staffing procedure is less acceptable than the previous option for several reasons. The first reason is primarily philosophical, yet has practical implications as well. The field of adult reading/literacy instruction and the specialty of college reading/learning instruction have often been lumped together for various administrative purposes. Yet each is

clearly a different field serving a different clientele, and each field is coming of age with respective specific knowledge bases and unique requirements for leadership. One person cannot be a regional or national leader in both areas.

The second reason addresses both programmatic goals and logistics. The individual serving the adult reading/literacy strand will have professional responsibilities that will mandate many hours of service and instruction at the larger population centers of the core service area. Hence, he or she will be away from the main N.I.U. campus a great amount of time. On the other hand, the postsecondary reading/learning specialist would be required to spend an equivalent amount of time on campus as he or she supervises the instructors and teaching assistants in the College Reading Program and teaches communication skills courses on a regular basis. Such a teaching responsibility is not undertaken currently by any tenure track members of the Faculty in Reading. Yet, without these instructional duties, the individual does not serve as a full member of the Communication Skills Program and cannot fully benefit from opportunities to develop leadership and supervisory skills. In addition, the college reading/learning strand at the graduate level will require instruction and professional service to be delivered at off-campus sites. Further, the individual will be expected to serve on cross-campus committees and be part of the proposed interdisciplinary higher education emphasis at the college level.

Clearly, one staffing alternative is the most viable for meeting the goals of the adult reading/literacy and postsecondary reading/learning strand for the program. Current practices, trends in research, and professional affiliations demonstrate the existence of two separate fields. Therefore, the optimal staffing pattern for a graduate program is alternative #1.

Teaching Assistantships

As the program of study begins to attract candidates from outside of the core service area, we will need to offer these individuals employment opportunities. This need presents little problem for those persons interested in the postsecondary reading-learning emphasis, as four to six openings for teaching assistantships and instructorships occur regularly in the Communication Skills Unit. An individual with a primary interest in adult literacy work could also serve with the Communication Skills Unit so that he or she might have an opportunity to undertake new professional experiences under the guidance of the program director.

Further, a non-instructionally oriented position for a teaching assistant should be funded by the Reading Clinic. This assistantship would not require the allocation of new assistantship funds. Rather, it would require the simple designation of a current slot as the "adult/postsecondary" assistantship. Since the current procedure in the Reading Clinic is to provide each faculty member with 10 hours of assistantship services per week, the individual in this slot would serve both

the Faculty's specialist in adult reading-literacy and the Faculty's specialist in postsecondary reading-learning.

In a sense, the teaching assistantship becomes a means of attracting a regional or a national clientele for the program of study. Therefore, the Faculty, the Department, and the College must accept both the financial burden and the moral responsibility of providing these graduate students with employment opportunities throughout the three to four years of their progress toward the terminal degree.

Closing Issues

The addition of these graduate emphases to the overall program of instruction offered by the Faculty in Reading has great appeal on the surface and also offers a good chance for success. Yet numerous questions have been raised or left unanswered by this report. Several questions are posed at this time:

1. Should the Faculty place primary emphasis on the implementation of a doctoral program for individuals currently serving in either specialty? Similarly, should the Faculty develop a master's level program for individuals wishing to obtain entry level training?
2. Does the Department and the College have the commitment and the financial resources to staff and to fund the program to the degree that there is a likelihood of success?
3. Are members of the Faculty in Reading willing to offer

additional master's degree work and doctoral work via an external model at off-campus sites?

4. Should the Faculty offer on-campus clinical services for adults? If so, will this new strand of diagnostic and remedial services hamper the program offered currently to our elementary school-aged clientele?
5. Are the members of the Faculty willing to support the development of two new programmatic components (areas of emphasis) that will lead to what are essentially separate but equal strands of study at the two graduate levels?

These questions may be only the tip of the iceberg, as no doubt additional questions can be raised. Indeed, that action is exactly what is required as the Faculty discusses the next steps in the development of the proposed program. This report is primarily a catalyst for future discussions. Hence, all members of the Faculty and our colleagues in other allied positions are asked to respond to this report at this time.